



## Accessibility Plan 2026

Date Agreed by the Governing Body	June 2026
Date to be reviewed	April 2029
Date of last review	April 2026
Governors Committee accountable for review	Estates Committee
Senior Leadership Team member accountable for review	Finance Director

### **Accessibility Plan 2026**

#### **Introduction**

The Royal Grammar School is committed to providing a full curriculum to as many students as possible and aims to enable all young people attending the school to achieve their full potential, academically, emotionally, physically and spiritually, and to support access to the school by all staff, parents and other visitors. In particular the Governing Body recognises its duty under the Disability Discrimination Act 1995 (DDA) (as amended by the SEN and Disability Act):

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled persons less favourably;
- to take reasonable steps to avoid putting disabled persons at a substantial disadvantage;
- to publish an Accessibility Plan.

The former Buckinghamshire County Council has previously published an Accessibility Strategy<sup>1</sup> which identified that one grammar school in each area would be equipped to offer full access to disabled students. In High Wycombe that school is the John Hampden Grammar School. Consequently, The Royal Grammar School was not historically resourced or financed to provide full access and continuing

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<sup>1</sup> Buckinghamshire Accessibility Strategy (2004)

funding is provided on the same basis by the Department for Education. However, where practical and reasonable, The Royal Grammar School will introduce measures to improve access for all.

The school has a dedicated Special Educational Needs & Disability Coordinator (SENDco) who will develop and maintain SEN plans for the school in general and for individual students as required.

## The Disability Access Plan

The plan aims to improve access to all aspects of education within The Royal Grammar School and is organised in a way that helps to remove any existing barriers to student learning and support general access to the school's facilities for all. It also aims to widen the opportunities for including more students within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others. The plan has three inter-linked elements:

- Improvements in access to the curriculum by:
  - Providing for all students a curriculum which is appropriate to their needs.
  - Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it.
- Physical improvements to increase access to education, associated services and events by:
  - Ensuring that all the school buildings and grounds are as fully accessible as reasonably possible to students, staff and visitors with mobility, sensory and other impairments.
  - Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.
- Improvements in the provision of information in a range of formats for disabled persons by:
  - Providing for students and their parents/carers, information about the school and its curriculum in a format that takes account of any disabilities.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

### Priority Area 1: Increase access to the curriculum for students with a disability

	Targets	Strategies	Outcomes	Timeframe	Success criteria
Short Term	Audit students, who require learning support, in the Autumn term, to assess the differentiated resources available to them.	Conduct Autumn term audits of students requiring learning support to assess differentiated resource needs.	Tailored resource allocation for all SEND students.	Yearly (Autumn)	Resources are in place before key assessment periods.
	Provide training to all staff on the importance of high quality teaching and how to adapt teaching of the curriculum where appropriate.	Provide training on high-quality first teaching and curriculum adaptation.	Improved classroom inclusivity and differentiation.	Ongoing	All staff report confidence in adapting lessons for diverse needs.

	To plan the steps needed to make the curriculum and extra-curricular activities accessible to a wider range of students.	To routinely review the SEND Policy and Equality, Diversity and Community Cohesion Policy.	New revised policies.	2 Yearly	More students gain access to the curriculum.
	Ensure that screens are suitable for individual learning needs	1:1 device model selection has Visual Impairment at the centre of choice for that year	Improved access to learning through 1:1 scheme	Yearly	Students have the most suitable screen size for their needs
Medium Term	Improve IT access for visually impaired students.	Where appropriate include large screens in equipment replacement programmes - eg projectors and IT rooms	Improved access for visually impaired students.	3 Years	All IT rooms are fitted with at least 24" screens. All rooms have large interactive screens in place of small projectors.
	Assistive Technology	Assess use of "Read & Write" software or similar literacy tools across the school network.	Support for students with dyslexia or processing speeds.	Short Term	Software installed on student-facing terminals for those with need.

**Priority Area 2: Improve and maintain access to the physical environment**

	Targets	Strategies	Outcomes	Timeframe	Success criteria
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Short Term	Annual Access Audit	Carry out a site-wide audit to inform physical improvements.	Prioritised list of refurbishments (lighting, acoustics, color schemes).	Yearly	Audit report presented to Governors annually.
	Acoustic Environment	Install sound-field systems or acoustic tiling in high-echo areas (e.g., Sixth Form Centre Study Areas).	Improved clarity for hearing-impaired and neuro-diverse students, staff and visitors.	Short - Medium Term	Decibel/reverb levels meet SEND standards in key halls.
	Visual Safety	Ensure all steps are highlighted with yellow markings.	Reduced trip hazards for those with visual impairments.	Short Term	100% of external and internal steps marked.
	Accessibility to specific first floors	Refurbishment of Junior Block lifts	Fully operational	Short Term	Lifts are reliable
Medium Term	Physical Modification	Install ramps next to steps where appropriate to improve wheelchair access.	Increased independent mobility across the site.	Medium Term	All primary ground-floor routes are step-free.
	Infrastructure Standards	Ensure lifts are provided in all new buildings.	Vertical access guaranteed in modern facilities.	Long Term	All new builds meet or exceed Part M of Building Regs.

**Priority Area 3: Improve the delivery of information to students with a disability**

	Targets	Strategies	Outcomes	Timeframe	Success criteria
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Short Term	Alternative Formats	Provide large print or alternative formats of school documents upon request.	Information is accessible to parents and students with VI.	On-going	-hour turnaround for format requests.
	Communication Style	Use language that does not offend and raise staff awareness of inclusive terminology.	A culture of mutual respect and dignity.	Ongoing	All school literature follows the inclusive language guide.
	Website Accessibility	Audit the school website against WCAG . accessibility standards.	Parents/students using screen readers can access all school news/policies.	Short Term	The website passes accessibility "Reach" scores.
Medium Term	Signage Enhancement	Improve internal signage with additions for those with visual impairments.	Easier navigation of the complex school site.	Medium Term	Signage includes, large, high-contrast text and/or Braille where applicable.

